MATHEMATICS
Kindergarten

NUMBER AND OPERATION

The student will identify, represent, order, and compare numbers and compute and solve problems.

Key	Reporting Category		
I/D		Count how many objects are in a set (1-20).	
I		Count to 50 by 1's and 10's.	
I		Count backward from 10 to 1.	
I		Match quantities up to 20 with numerals.	
I/D		Identify equivalent sets of objects by one-to-one correspondence.	
I		Identify and write numerals 0-20.	
I		Represent quantities up to 20 on ten - frames.	
I		Determine if a figure has been divided into halves.	
I/D		Identify and name coins (penny, nickel, dime, quarter, and half dollar) and their values.	
I		Order numbers less than 20.	
I		Express the relationship between two numbers less than 20 using the words less than, more than, or equal to.	
I		Identify the position of a whole number less than 20 on a number line.	
I		Use the language of ordinal numbers up to tenth.	
I		Use concrete objects to develop strategies for addition and subtraction of whole numbers.	
I		Solve simple word problems involving whole numbers 0-10.	
I		Use words, actions, pictures, or concrete objects to solve problems.	
I		Use pictures or objects to show one more or one less than any number to 20.	
I		Explain if the solution to a word problem is reasonable.	

ALGEBRA

The student will sort and classify objects; create, extend, and describe patterns; and represent number sentences with words, objects, and pictures.

Key	Reporting Category		
I/D		Sort objects by color, size, shape, and kind.	What's Wild?, p.W7
I		Use mathematical terms appropriately.	
I		Identify patterns in the environment, in arrangements of objects, or in pictures.	
I		Recognize and extend a concrete, visual, or auditory two- or three-part repeating pattern.	
I		Create and describe a simple repeating pattern of numbers or figures.	
I		Use concrete objects or pictures to demonstrate addition and subtraction number sentences involving numbers 0 to 5.	
I		Read and explain simple addition and subtraction number sentences.	

KEY
I = Introduced   D = Developing   A = State Assessed   M = Mastered

REPORTING CATEGORY
N = Number & Operations   AT = Algebraic Thinking   C = Computation   R = Real World Problem Solving
DP = Data Analysis & Probability   ME = Measurement   G = Geometry   GR = Graphs & Graphing

NOTE: "A" Indicates the state curriculum (CRT) assessment only.
All the skills ("I" … "D" … "A" … "M") are addressed in classroom assessment.

GEOMETRY

The student will identify, describe, and create basic shapes and describe relative positions and directions.

I		Match terms with given shapes (circles, squares, triangles, and rectangles) when shown in various positions.	
I		Recognize circles, squares, triangles, and rectangles in the environment and as faces of three-dimensional objects.	
I		Recognize basic properties of and similarities and differences between simple geometric figures (e.g., number of sides, corners).	
I		Reproduce and create circles, squares, rectangles, and triangles.	
I		Reproduce and create structures using three-dimensional shapes.	
I		Combine two-dimensional shapes to make pictures.	
I		Recognize and show terms of relative position and direction in a variety of situations (e.g., over, under, forward, backward, between, right, and left).	

MEASUREMENT

The student will apply measurement concepts of time, length, weight, capacity, and temperature.

I		Demonstrate understanding of the concept of length.	
I		Recognize and show which is larger/smaller, longer/shorter, taller/shorter, heavier/lighter or which holds more/holds less, when given two similar objects.	
I/D		Use words to describe time (e.g., day, night, morning, afternoon, yesterday, today, and tomorrow).	
I/D		Use words to describe temperature (e.g., hot, warm, cool, and cold).	
I		Measure and estimate length of an object using a variety of nonstandard units.	
I		Distinguish between light and heavy objects.	
I		Recognize clocks and watches as instruments for measuring time and tell time to the hour.	
I		Recognize a thermometer as a device to measure temperature.	
I/D		Recognize a calendar as a way of measuring time.	

DATA ANALYSIS AND PROBABILITY

The student will make simple graphs using concrete objects and pictures and describe events as likely or unlikely.

I		Represent and compare data using concrete objects, pictures, and simple graphs.	Graphananimal, p.W49
I		Describe events related to students' experiences as likely or unlikely.	

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